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ABSTRACT

The Job Preparation curriculum guide, developed by the Secondary Transition and Employment Project (STEP) in Idaho, is designed to provide students with mild, moderate, or severe handicaps in grades 10, 11, or 12 with hands-on training for a specific job chosen by the student and parents in previous career and work exploration activities. Completion of the Job Preparation phase culminates in placement in an on-going job and establishment of eligibility for adult support services. Goal 1 establishes a transition plan for the student. Goal 2 requires that the student apply job-seeking skills learned as part of Career Focus to obtain a job placement. Goal 2B provides for placing a student on a job training site consistent with his or her interests and abilities if the student cannot obtain a job independently. Goal 3 establishes procedures for determining training needs. Goal 4 aims to teach job skills and work-related social and academic skills, and involves adult service providers in the job training process. Goal 5 establishes a system for monitoring the student's progress on the job and Goal 6 involves evaluating the Job Preparation program through interviews with employers and students. A description and a listing of responsible persons, materials/forms, products/outcome, and suggested start/completion date are provided for each suggested activity. Appendixes provide forms used in implementing each goal. (DB)

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JOB PREPARATION

A CURRICULUM MANUAL FOR STUDENTS WITH MILD, MODERATE OR SEVERE HANDICAPS

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JOB PREPARATION

A Curriculum Manual for Students
With Mild, Moderate or Severe Handicaps

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SECONDARY EMPLOYMENT AND TRANSITION PROJECT

FIELD MANUALS

Stepping Out: An Overview of the STEP Curriculum

Vocational Assessment for Special Educators

Career Exploration for Students with Mild Handicaps

Career Exploration for Students with Moderate and Severe Handicaps

Work Exploration for Students with Handicaps

Career Focus for Students with Mild Handicaps

Career Focus for Students with Moderate and Severe Handicaps

Job Preparation for Students with Handicaps

Making Transitions Work: Long and Short Term Strategies

Assessing and Teaching Generic Job-Related Social Skills

VIDEO PRODUCTS

STEP Overview: An overview of a four year secondary/vocational curriculum model.

Social Skills Scenarios for assessment and intervention

Conducting an ecological inventory: Meat Cutting Room Clean Up

Conducting an ecological inventory: Cafeteria

Conducting an ecological inventory: Rural Farm

Conducting a student discrepancy analysis

Federal and State Wage and Hour Regulations: Overview of paid -vs- non paid when using a vocational community-based training site.

Subminimum Wage Certificate: When and how to use a Subminimum Wage Certificate when using a vocational communtiy-based training site.

Insurance and Liabiltiy Issues: Insurance guidelines and recommendations when using a communtiy-based training site.

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JOB PREPARATION

FOR STUDENTS WITH MILD, MODERATE AND SEVERE HANDICAPS

Job Preparation is designed to provide students with hands-on training for a specific job that the student and parents have chosen based on previous career and work exploration activities. This phase of the curriculum is an extension of Career Focus and provides an advanced level of training on each student's chosen job or jobs. With the completion of the Job Preparation phase of the curriculum, students should:

1. Be placed on a job at which he or she will work after exiting high school, and
2. Establish eligibility for support services (vocational, residential, transportation, recreation/leisure, financial) from adult service providers such as Vocational Rehabilitation and Health and Welfare and arrange for essential follow-up throughout adulthood.

For students with mild handicaps, Job Preparation activities typically occur in the 12th grade and provide one year of training on a specific job. For students with moderate and severe handicaps, the Job Preparation phase of the curriculum should occur during the last 2-3 years of school. Training may take place on a combination of jobs and students may actually share job placements. On-the-job training allows students to apply skills

learned as part of Career Focus and provides a means for teachers to assess and reteach skills as needed by students. If a student is unable to perform a skill, adaptations to materials or routines are created to facilitate participation in the activity.

Goal 1 establishes a transition plan for the student which determines the types of activities in which he or she will engage during his or her last year(s) in school. Goal 2 requires that the student apply job-seeking skills learned as part of Career Focus to obtain a job placement in the community; alternatively, Goal 2B provides for placing a student on a job training site consistent with his or her interests and abilities if the student cannot obtain a job independently. Goal 3 establishes a procedure for determining training needs. Goal 4 is designed to teach job skills and work-related social and academic skills, and involves adult service providers in the job training process to ensure a smooth transition from the school program to follow-up by appropriate agencies. Goal 5 establishes a system for monitoring the student's progress on the job. Goal 6 involves evaluating the Job Preparation program through interviews with employers and students.

Goals 1,2,3,5, and 6 are designed for students who can independently secure employment, who will require little training or supervision on the job, and who will not require long-term followup by adult service providers.

Goals 1,2B,3,4,5, and 6 are appropriate for students who will require more assistance obtaining a job and learning work skills and who are likely to require ongoing support services after exiting high school.

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JOB PREPARATION

FOR STUDENTS WITH MILD, MODERATE, AND SEVERE HANDICAPS

GOAL 1: The student, the parents, and the instructional team will finalize a plan for the student's transition to employment after exiting high school.

Activities:

1. Conduct the annual parent and student interview.
2. Prioritize job preferences.
3. Determine the level and type of assistance needed during Job Preparation to obtain job and learn skills.
4. Target ongoing support service needs (vocational, recreation/ leisure, residential, finacial, etc).
5. Involve student, parents, appropriate adult service providers in developing a transition plan.
6. Develop short-term objectives for the year.

GOAL 2: The student will independently obtain a job in his or her area.

Activities:

1. Identify job openings in career area.
2. Obtain application.
3. Complete applications.
4. Follow-up on job openings.
5. Interview for job.
6. Negotiate training agreement.
7. Arrange transportation.
8. Re-evaluate career choice if necessary.

GOAL 2B: If the student cannot obtain work independently, he or she will placed on a job consistent with his or her interests and abilities.

Activities:

1. Obtain site.
2. Explore payment system/employment incentives.
3. Negotiate training agreement.
4. Arrange transportation.

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GOAL 3: The student's training needs will be determined.

Activities:
1. Inventory job at worksite.
2. Begin training.
3. Conduct discrepancy analysis.
4. Develop training plan.

GOAL 4: The student will learn the skills required to perform the job.

Activities:
1. Teach job skills.
2. Teach social skills.
3. Review job-seeking skills.

GOAL 5: The student will be monitored and supervised on the work site.

Activities:
1. Monitor student (Data Collection Form).
2. Obtain employer evaluations.
3. Have student self-evaluated.
4. Obtain work coordinator evaluation.
5. Review evaluations with student.
6. Send monthly progress report to adult service provider.
7. Transfer responsibility for training supervision.

GOAL 6: The Job Preparation program will be evaluated.

Activites:
1. Obtain program evaluation from employer.
2. Conduct exit interview with student.
3. Thank employers for participating.

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Job Preparation

Suggested Goals and Activities for Students with Mild, Moderate and Severe Handicaps:

GOAL 1: The student, the parents, and the instructional team will finalize a plan for the student's transition to employment after exiting high school.

ACTIVITY 1: Conduct the annual student and parent interview.

Responsible Person: The Instructional Team

Materials/Forms: Sample parent and student interview forms are contained in the Appendix for Goal 1.

Products/Outcome: Current information about student preferences, parent and student priorities, and future plans.

Suggested Start/Completion Date: The interviews should be conducted annually, beginnning in 7th, 8th or 9th grade.

ACTIVITY 2: Based on Career Exploration, Work Exploration, and Career Focus activities, prioritize the student's job preferences.

Responsible Person: Student with assistance from Instructional Team.

Materials/Forms: Information gathered from earlier phases of the STEP curriculum.

Products/Outcome: A prioritized list of jobs the student would like to have.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

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ACTIVITY 3: List the type and level of assistance the student will require during the Job Preparation phase to obtain employment and learn job skills.

Some STUDENTS WITH MILD HANDICAPS will be able to obtain work independently and receive training from the employer or co-workers. The school work experience coordinator monitors training, suggests adaptations, and provides classroom instruction which suppports the training that occurs on site. MOST STUDENTS WILL REQUIRE SOME ASSISTANCE obtaining work and will need the school work experience coordinator to provide on site training, adaptations, and supervision, which can be gradually faded out. Students WITH MORE SEVERE HANDICAPS will require placement assistance and continuous support from the school work experience coordinator; responsibility for providing on-going services must be transferred to an adult service agency before these students exit high school.

Responsible Person: Student, parent, and the Instructional Team.

Materials/Forms: Information from annual parent and student interviews and school records, including work evaluations. See Appendix for a summary form.

Products/Outcomes: A list of vocational assistance needs to be used in preparing the transition plan.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

ACTIVITY 4: List any other support services the student currently requires and/or will require after exiting high school to function in his or her community. Consider the student's financial, residential, and recreation/leisure needs.

Responsible Person: Parents, Student, and Instructional Team.

Materials/Forms: Information from annual parent and student interviews and school records, including life skills assessments.

Products/Outcomes: A list of current and future assistance needs to be used in preparing the transition plan.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

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ACTIVITY 5: Involve the students, the parents, and appropriate adult service providers in finalizing a transition plan. See STEP Transition Manual Goals and Objectives for Students age 17-21.

Responsible Person: Student, Parents, and Instructional Team.

Materials/Forms: Transition Plan (See sample in Appendix for Goal 1 for a sample transition form).

Products/Outcomes: A final transition plan.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

ACTIVITY 6: Develop short-term vocational objectives for the year based on the transition plan.

Responsible Person: Instructional Team.

Materials/Forms: An IIP (A sample is included in the Appendix for Goal 1).

Products/Outcomes: An IIP for appropriate vocational programming for the current school year.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

Goal 2: If appropriate, the student will independently obtain a paid job in his career area by using the job seeking skills he has learned in Career Exploration and Career Focus. A time limit (for example, four weeks) may be set after which job placement assistance will be provided by the instructional team.

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ACTIVITY 1: Identify job openings and potential openings using skills learned as part of Career Exploration (i.e., using community resources, the newspaper, telephone book and friends and family to locate job openings).

Responsible Person: Student with assistance from Instructional Team as needed.

Materials/Forms Review lesson plans from Career Exploration relating to use of community resources.

Products/Outcome: A list of businesses to contact. The student will have the opportunity to practice using community resources; the teacher will be able to assess the student's mastery of these skills.

Suggested Start/Completion Date:

ACTIVITY 2: Obtain application forms from businesses that have job openings or that typically hire high school students.

Responsible Person: Student with assistance from Instructional Team.

Materials/Forms: Review Career Focus lesson plans on job-seeking skills.

Products/Outcome: The student will have the opportunity to practice job-seeking skills learned as part of Career Focus; the teacher will be able to assess the student's mastery of the skills.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

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ACTIVITY 3: Fill out and return application forms to employers.

Responsible Person: Student with assistance from Instructional Team.

Materials/Forms: Review Career Focus lesson plans on job-seeking skills.

Products/Outcome: The student will have the opportunity to practice job-seeking skills learned as part of Career Focus; the teacher will be able to assess the student's mastery of the skill.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

ACTIVITY 4: Follow up on job openings by telephoning the employer to obtain information on the status of any job opening and to request an interview.

Responsible Person: Student with assistance from Instructional Team.

Materials/Forms: Review Career Focus lesson plans on job-seeking skills.

Products/Outcome: The student will have the opportunity to practice job-seeking skills learned as part of Career Focus; the teacher will be able to assess the student's mastery of the skill.

Suggested Start/Completion Date: Beginning of 12th grade for students with mild handicaps, or during the last 2-3 years of school for students with moderate or severe handicaps.

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ACTIVITY 5: The student participates in one or more employment interviews to obtain a job.

Responsible Persons: Students, employers.

Materials/Forms: Review Career Focus lesson plans on job-seeking skills if necessary.

Products/Outcomes: The student obtains employment.

Suggested Start/Completion Date: As interviews are scheduled by employers.

ACTIVITY 6: The school work experience coordinator (or special education teacher) visits the work site by appointment to explain the Job Preparation program, clarify wage and hour or liability issues, negotiate a training agreement, and set a time to conduct a job skill inventory. The coordinator may elect to discuss hiring incentives (such as Targeted Jobs Tax Credits or Job Training Partnership Act funds) with the employer if the student is eligible and has no objections to being identified as such.

Responsible Persons: School Work Experience Coordinator and Employer.

Materials/Forms: Information brochures on the Job Preparation program and employer incentive programs; a training agreement detailing the responsibilities of the student, school district, and employer (a sample agreement is contained in the Appendix for Goal 2).
Video tapes discussing these issues are avilable from STEP.

Products/Outcomes: Employer's questions or concerns are addressed.
A training agreement is prepared.

Suggested Start/Completion Date: As scheduled by the employer.

STEP: University of Idaho

ACTIVITY 7: Tranportation to the job is arranged. The student should learn to use the transportation which will typically be available after graduation from high school, including car pooling, walking and hiking.

Responsible Persons: Student, with assistance if necessary.

Materials/Forms: None, unless the district requires written parental permission for the student to travel from campus to the work site.

Products/Outcomes: The student has a reliable means of transportation to work.

Suggested Start/Completion Date: Prior to the first day on the job.

ACTIVITY 8: If the student is unable to obtain a paid job within the time limit set, the team members and student should evaluate the reasons why the student was not able to find a job (for example, poor job seeking skills, inadequate experience, low turnover in this career area, or a depressed job market). The student can interview employers and Job Service personnel about the potential job market in the area for his career choice. The student and teacher may want to re-evaluate the student's career choice or desired living area based on this information.

Responsible Persons: Students and the Instructional Team.

Materials/Forms: None.

Products/Outcomes: A decision can be made to provide additional training in job-finding skills, assist the student in obtaining a job in his/her preferred career (see Goal 2B), or explore other job options which may be available to the student.

Suggested Start/Completion Date: During 12th grade, or last years in school.

GOAL 2B: If the student cannot obtain work independently, he or she will be placed on a job consistent with his or her interests and aptitudes receive assistance to locate.

STEP: University of Idaho

ACTIVITY 1: Based on information about the student's interests, aptitudes, strengths, and needs obtained in Goal 1, approach community employers with the student about placing the student on a job or training site.

Responsible Person: Instructional Team member (school work experience cooordinator or special education teacher).

Materials/Forms: Review student's transition plan and short term goals.

Products/Outcomes: Appropriate placement.

Suggested Start/Completion Date: During 12th grade, or student's last years in school.

ACTIVITY 2: After a job site has been arranged, the instructional team, adult service provider (if appropriate) and employer will discuss and implement a payment system using Targeted Job Tax Credit, JTPA, a sub-minimum wage certificate, or other payment programs. The Chamber of Commerce or the local office of the state department of employment (Job Service) can provide information about employer incentives.

Responsible Person: Instructional Team, Employer, Adult Service Provider.

Materials/Forms: Consult the Idaho Individual Transition Plan manual (State Department of Education, Len B. Jordan Office Building, Boise, ID, 1985) for a summary of employer incentive programs.

Products/Outcome: A support system that will benefit both student and employer.

Suggested Start/Completion Date: After a job has been secured.

STEP: University of Idaho

ACTIVITY 3: Work out a training agreement between the school district, the employer, the adult service provider and the student delineating specific responsibilities of each party and the days, hours, and duration of work experience. Make an appointment to conduct a job skill inventory at the work site.

Responsible Person: Instructional Team, Student, Employer, Adult Service Provider.

Materials/Forms: An example of a training agreement may be found in Appendix Goal 2.

Products/Outcome: A completed training agreement.

Suggested Start/Completion Date: After a job has been secured.

ACTIVITY 4: Arrange transportation to the job site. Students should learn to use the transportation that will typically be available to them after graduation from high school. This may involve using their own car, carpooling, riding a bicycle, taking a bus or a taxi, or walking.

Responsible Person: Student, with assistance from Instructional Team.

Materials/Forms: Schedule of work times and days.

Suggested Start/Completion Date: After a job has been secured.

STEP: University of Idaho

GOAL 3 The student's training needs will be determined.

ACTIVITY 1: Conduct a job analysis/inventory of the job on which the student is placed, including any math, reading, communication, and social skills that are needed to perform the job. Note an average production rate and quality standard for typical nonhandicapped workers at the work station. Obtain other pertinent information about the job including a job description, time card, and rules and regulations.

Responsible Person: Instructional Team member (work experience coordinator or special education teacher). The student should be involved in assessing the requirements of the job site to the degree he or she is able to participate. Students who have systematically observed work during Career and Work Exploration phases should be able to identify job tasks and essential skills and to evaluate their training needs.

Materials/Forms: Refer to the Appendix for Goal 3 for a more detailed description on how to perform a job skill inventory.

Products/Outcome: A sequential listing of the steps involved in completing a specific job that can be used to perform a vocational assessment and construct an individualized instruuctional program for each student.

Suggested Start/Completion Date: By appointment with the employer, preferably before the student begins work.

ACTIVITY 2: Provide or monitor 2-3 training sessions on site to establish a baseline level of performance.

Responsible Person: Instructional Team member (work experience coordinator or special education teacher) or Employer and Student.

Materials/Forms: Refer to the job skill inventory completed in Activity 1 as a guide to job tasks to be performed.

Products/Outcome: An opportunity for the student to become familiar with job tasks prior to assessment.

Suggested Start/Completion Date: When the student begins work.

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ACTIVITY 3: Conduct a student discrepancy analysis to determine the skills the student is able to perform on the job and the skills for which the student will need training.

Responsible Person: Instructional Team member (work experience coordinator or special education teacher) and Student.

Materials/Forms: Job skill inventory completed for Goal 3, Activity 1 above.

Products/Outcome: An analysis of the student's strengths and weaknesses that can be used to prepare an individualized instructional program.

Suggested Start/Completion Date: After placement and initial training at job site.

ACTIVITY 4: Develop a training plan. Based on the student's skill and deficit areas determined by the job skills inventory, the instructional team member and employer will decide if the student's training goal will be to:

a. do all of the job at a competitive level
b. do all of the job with adaptations at a competitive level
c. do part of the job at a competitive level
d. do part of the job with adaptations at a competitive level, or
e. do part or all of the job with adaptations if needed, at sub-minimum wage based on production rate

In addition to specific job skills required at the site (such as preparing vegetables for the salad bar), the training plan should include instruction in job-related functional skills (for example, reading instructions or measuring to the ounce) and job-related social skills (such as greeting customers and explaining a problem to the boss).
For students who require little training, the employer may opt to assume responsibility for teaching job skills, with the instructional team member monitoring progress. For the students who require substantial training and/or adaptations to perform the job and who require long term follow-up, the instructional team member may assume the primary responsibility for providing training and supervision. Prior to the student's graduation from high school, this responsibility may be transferred to an appropriate adult service provider.

Responsible Person: Instructional Team member, Employer.

Materials/Forms: An Instructional Program planning form is in Appendix 3.

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Products/Outcome: Training plan.

Suggested Start/Completion Date: After placement and initial training at job site.

Goal 4: Train student on the job in skills identified from the student discrepancy analysis and from Career Focus activities.

ACTIVITY 1: Teach job skills and job-related functional skills as specified in the training plan.

Responsible Person: Instructional Team member.

Materials/Forms: Training plan.

Products/Outcome: The student will learn the skills needed to perform job tasks.

Suggested Start/Completion Date: As soon as student begins training at the job site.

ACTIVITY 2: Teach job-related social skills. The student should learn specific social skills which are required by the work setting (such as interacting appropriately with parents at a day care center) as well as more general skills which can be applied across settings (such as asking for help, and working cooperatively with others). To the extent possible, the student should learn social perception and problem solving skills so that he or she can respond to situations appropriately in the absence of cues from the trainer.
This phase of instruction should be a continuation of social skills programming which began in elementary school.

Responsible Person: Instructional Team member.

Materials/Forms: Job-specific social skills are identified on the job skill analysis. For information on assessing and teaching general job-related social skills, see the STEP Social Skills Manual with accompanying assessment questionnaire and videotapes.

Products/Outcome: The student is more socially competent on the job.

Suggested Start/Completion Date: As soon as student begins training at the job site.

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ACTIVITY 3: Continue to review job-finding skills. Recognizing that few jobs are permanent, the Instructional Team should continue to provide opportunities for the student to review job finding skills.

Responsible Person: Instructional Team member, Student.

Materials/Forms: Refer to Career Focus lesson plans.

Products/Outcome: The student will be able to secure other employment when necessary.

Suggested Start/Completion Date: As soon as student begins training at the job site.

GOAL 5: Supervise and monitor student's progress on the job. The emphasis should be on fading supervision as much as possible and increasing the student's ability to self-monitor his or her work. Also, the appropriate adult service provider may become involved in sharing the training and/or supervision of the student at this point.
Provisions should be made to increase the amount of time the student spends on the job. This may involve 4-6 hours of work 4-5 days per week if it is the student's last year in school.

ACTIVITY 1: Develop a monitoring schedule and monitor the student's progress on the job. The data collection form used should include the production rate and quality of work. Update and revise the training goals/instructional programs as necessary.

Responsible Person: Instructional Team member.

Materials/Forms: Refer to the Appendix for Goal 5 for an example of a data collection form.

Products/Outcome: Depending on the level of supervision and training a student requires, a daily, weekly or biweekly evaluation of the student's progress on the job that will help the trainer determine any needed changes in the instructional program or the amount or type of supervision required.

Suggested Start/Completion Date: As soon as student begins training at the job site.

STEP: University of Idaho

ACTIVITY 2: The employer or supervisor is asked to complete a brief evaluation of the student's job performance. This should occur on a weekly or biweekly basis.

Responsible Person: Employer, with the assistance of an Instructional Team member (work experience coordinator or special education teacher).

Materials/Forms: A sample evaluation form is included in the Appendix for Goal 5.

Products/Outcome: The evaluation will reveal the employer's perception of the student's performance and help the trainer determine the effectiveness of the instructional program.

Suggested Start/Completion Date: Beginning with the student's placement on site and ongoing on a weekly basis or as needed.

ACTIVITY 3: Have the student complete a self-evaluation form on a weekly or biweekly basis.

Responsible Person: Student with assistance from the Instructional Team member.

Materials/Forms: An example of a student self-evaluation form is included in the Appendix for Goal 5.

Products/Outcome: The student develops skill in monitoring his or her progress on the job.

Suggested Start/Completion Date: As soon as student begins training at the job site.

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ACTIVITY 4: The Instructional Team member who provides training and supervison on the work site conducts an evaluation of the student. This occurs on a daily, weekly, or biweekly basis, depending on the level of supervision and training a student requires.
Responsible Person: Instructional Team member (work experience coordinator or special education teacher).

Materials/Forms: A sample evaluation form is included in the Appendix for Goal 5.

Products/Outcome: The evaluation will help the trainer determine any needed changes in the instructional program or the amount or type of supervision required.

Suggested Start/Completion Date: Ongoing on a weekly basis or as needed.

ACTIVITY 5: Discuss and compare the evaluations completed by the student, employer and instructional team member on a regular basis.

Responsible Person: Instructional Team member, Student.

Materials/Forms: Completed evaluation forms.

Products/Outcome: The student has an opportunity to compare his or her self-evaluation to the evaluations completed by the employer and work exploration coordinator.

Suggested Start/Completion Date: Ongoing on a weekly basis or as needed.

STEP: University of Idaho

ACTIVITY 6: Report the student's progress to the adult service provider who will be taking over supervision of the student on the job.

Responsible Person: Instructional Team member.

Materials/Forms: Submit copies of all training evaluations (Activities 1-4 above) or prepare a monthly progress report. An example of a report is contained in the Appendix for Goal 5.

Products/Outcome: Training information is shared with the agency which will assume responsibility for follow-up after the student exits high school.

Suggested Start/Completion Date: Beginning with the student's placement and continuing until supervision is transferred to the adult service provider.

ACTIVITY 7: For students who require and are eligible for long-term follow-up, transfer supervision/training responsibilities to the appropriate adult service provider as specified in the final transition plan.

Responsible Person: Adult service provider.

Materials/Forms: Transition plan, student training plans and evaluations.

Suggested Start/Completion Date: Just prior to the time the student exits high school.

Goal 6: Evaluate the Job Preparation program.

ACTIVITY 1: Ask employers to evaluate the Job Preparation program.

Responsible Person: Instructional Team member, Employer.

Materials/Forms: An example of an employer evaluation form may be found in the Appendix for Goal 6.

Products/Outcome: Input from employer which can be used to improve the job preparation program.

Suggested Start/Completion Date: At end of the school year.

STEP: University of Idaho

ACTIVITY 2: Ask students to evaluate the Job Preparation program. This may be accomplished by having students complete an evaluation questionnaire or by scheduling an exit interview with the student prior to graduation to obtain feedback on the strengths of the programs and areas which need improvement.

Responsible Person: Instructional Team member, Student.

Materials/Forms: An example of a student evaluation form may be found in the Appendix for Goal 6.

Products/Outcome: Input from student which can be used for program improvement.

Suggested Start/Completion Date: At end of the school year.

ACTIVITY 3: Provide appreciation for employers' participation in program. Examples of appreciation activities include assisting students in:

- Writing thank you notes or letters of appreciation
- Arranging an employer appreciation luncheon or banquet or individually taking employers to lunch
- Preparing certificates of appreciation for employers
- Publishing a letter of appreciation (listing cooperating employers) in local newspaper's editorial section
- Contacting the newspaper to request a feature article

Responsible Person: Students with input from the Instructional Team.

Materials/Forms: A sample letter of appreciation is contained in the Appendix for Goal 6 along with a sample feature story which appeared July 27, 1987.

Products/Outcome: Employers are recognized for their efforts; students develop skills in showing appreciation.

Suggested Start/Completion Date: End of the school year.

APPENDIX FOR GOAL 1

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

PARENT INTERVIEW
(Option 1 for Mild to Moderate)

Directions: The Parent Interview form can be sent home along with the Living Skills Checklist and a cover letter explaining how to fill the forms out. The forms can then be discussed and completed, if necessary, at the parent meeting with the instructional team to develop long-term goals. An orientation meeting should be held before sending home any forms to explain the vocational curriculum and the hoped for involvement of the parents this year and in subsequent years.

Parent's Name_____, _____Student's Name_____

Completed by_____Date Completed_____

1. What do you want for your son/daughter during the next year, in 5 years, after graduation in the areas of recreation/leisure, vocational, community functioning and domestic living?

   Next Year
   Recreation/Leisure _____
   Vocational _____
   Summer Job _____
   Community Functioning _____
   Domestic Living _____

   High School
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

   After Graduation
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

2. What skills would you like your child to learn in school (e.g., math, reading, writing, spelling, job-seeking skills, job-keeping skills, domestic living, community functioning, etc.)? Please list:

   _____
   _____
   _____

3. What most concerns you about the future of your son/daughter?

   _____
   _____
   _____

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Two

4. When your son/daughter made a transition in the past, e.g., from one school to another, what were the problems encountered, if any?

5. Are you aware of any community agencies that will or might be involved with your son/daughter? Do you plan on making or maintaining contact with them?

6. What type of work do you think your son/daughter would like best? Explain.

7. What type of work do you think your son/daughter would like least? Explain.

8. What recreational/leisure facilities has your son/daughter utilized? Which ones would you like him/her to use?

9. What community activities does your son/daughter participate in (e.g. eating out, attending church, assisting with grocery shopping, etc.)?
What would you like your child to use?

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

Parent Interview
(Option 2 for Mild to Moderate)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

Directions: Please fill out this form as completely as possible. This information is important for carrying out current programs at school and for future planning to meet the present and future needs of your child.

Degree of Independence:

D = Dependent, needs maximal supervision
SI = Semi-independent, needs minimal supervision
I = Independent, needs no supervision

I. Domestic Domain
A. What domestic activities (e.g. washes dishes, makes bed, etc.) does your child presently participate in at home?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What domestic areas would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Dressing appropriately/choosing clothes

____ Clothing care (including laundry, ironing, mending)

____ Meal preparation

____ Housekeeping

____ Hygiene/grooming

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Two

____ Health education (including diet/exercise, sex education)

____ Other, please list

_____ _____

_____ _____

_____ _____

II. Community Functioning Domain

A. What community activities does your child presently participate in (e.g. shops for groceries, walks to local convenience store)?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community functioning activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Use public transportation

____ Shop for groceries

____ Use shopping center/mall

____ Pedestrian safety

____ Use restaurant

____ Use public service agencies (post office, bank, employment agencies, etc.)

____ Use public recreation facilities (bowling, swimming, tennis, etc.)

____ Schedule appointments for health and grooming needs

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Three

____ Other, please list

_____ _____

_____ _____

_____ _____

III. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home (e.g. plays solitaire, participates in group games, reads, hobbies)

Activity	Degree of Independence

B. What community leisure activities does your child participate in (e.g. bowls, uses YMCA, attends movies)

Activity	Degree of Independence

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Four

C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Going to movies

____ Attending spectator sports

____ Participating in sports (individual or group). Please list:

_____

____ Using library

____ Attending concerts, plays

____ Attending seasonal craft, art shows, etc.

____ Participating in church activities

____ Eating out

____ Attending community events (parades, rodeos, etc.)

____ Taking Parks and Rec. Dept. or continuing education classes

____ Attending after school social activities

IV. Vocational Domain

A. What chores does your child help with at home (e.g. (mows lawn, carries out trash, makes bed, etc.)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What jobs does your child like to do? _____

_____

C. What jobs does your child <u>not</u> like to do? _____

_____

D. What types of work would you not like your child to perform at school or in the community? _____

_____

V. Additional Information

A. What type(s) of communication system(s) does your child use at home and/or in the community?

____Verbal

____Sign Language

____Picture Book

____Written Message

____Gestures

____Other, please list

_____

_____

B. Does your child have any physical limitations or take medicine that may affect his/her ability to participate in certain activities?

_____

_____

C. Other

_____

_____

_____

_____

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

WEEKDAY SCHEDULE
(Option 3)

Student _____ Date _____

Completed by _____

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

WEEKEND SCHEDULE

Student _____ Date _____

Completed by _____

Directions: Please fill in the activities your child participates in during the week. Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Two

Time	Activity	Present level of performance/ assistance necessary	Priority

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

PARENT INTERVIEW
(Option 1 for Severe)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

1. What do you want for your son/daughter during the next year, in 5 years, in 10 years in the areas of recreation/leisure, vocational, community functioning and domestic living?

   Next Year
   Recreation/Leisure _____
   Vocational _____
   Summer _____
   Community Functioning _____
   Domestic Living _____

   After Graduation
   Recreation/Leisure _____
   Vocational _____
   Community Functioning _____
   Domestic Living _____

2. What kind of skills would you like your child to learn in school in the above areas?
   Please list:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

2. What most concerns you about the future of your son/daughter?

   _____
   _____
   _____

3. Are you presently in contact with any agencies that will or may be involved with your son/daughter after graduation?

   _____
   _____

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Two

4. What type of work do you think your son/daughter would like and/or would be able to do? Explain.

_____
_____
_____

5. What type of work do you think your son/daughter would like least? Explain.

_____
_____
_____

6. What recreational/leisure facilities has your son/daughter utilized?

_____
_____
_____

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

Parent Interview
(Option 2 for Severe)

Parent's Name_____Student's Name_____

Completed by_____Date Completed_____

Directions: Please fill out this form as completely as possible. This information is important for carrying out current programs at school and for future planning to meet the present and future needs of your child.

Degree of Independence:

D = Dependent, needs maximal supervision
SI = Semi-independent, needs minimal supervision
I = Independent, needs no supervision

I. Domestic Domain
   A. What domestic activities (e.g. washes dishes, makes bed, etc.) does your child presently participate in at home?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

   B. What domestic areas would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

   ____ Dressing appropriately/choosing clothes

   ____ Clothing care (including laundry, ironing, mending)

   ____ Meal preparation

   ____ Housekeeping

   ____ Hygiene/grooming

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Two

____ Health education (including diet/exercise, sex education)

____ Other, please list

_____ _____

_____ _____

_____ _____

II. Community Functioning Domain

A. What community activities does your child presently participate in (e.g. shops for groceries, walks to local convenience store)?

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community functioning activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Use public transportation

____ Shop for groceries

____ Use shopping center/mall

____ Pedestrian safety

____ Use restaurant

____ Use public service agencies (post office, bank, employment agencies, etc.)

____ Use public recreation facilities (bowling, swimming, tennis, etc.)

____ Schedule appointments for health and grooming needs

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Three

____ Other, please list

_____ _____

_____ _____

_____ _____

III. Recreation/Leisure Domain

A. What leisure activities does your child participate in at home (e.g. plays solitaire, participates in group games, reads, hobbies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What community leisure activities does your child participate in (e.g. bowls, uses YMCA, attends movies)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

C. What leisure activities would you like your child to receive instruction in? Please prioritize the activities you would like to have taught this year (1=high priority, etc.)

____ Going to movies

____ Attending spectator sports

____ Participating in sports (individual or group). Please list:

_____

____ Using library

____ Attending concerts, plays

____ Attending seasonal craft, art shows, etc.

____ Participating in church activities

____ Eating out

____ Attending community events (parades, rodeos, etc.)

____ Taking Parks and Rec. Dept. or continuing education classes

____ Attending after school social activities

IV. Vocational Domain

A. What chores does your child help with at home (e.g. (mows lawn, carries out trash, makes bed, etc.)

Activity	Degree of Independence
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. What jobs does your child like to do? _____

_____

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Five

C. What jobs does your child <u>not</u> like to do? _____

_____

D. What types of work would you not like your child to perform at school or in the community? _____

_____

V. Additional Information

A. What type(s) of communication system(s) does your child use at home and/or in the community?

____Verbal

____Sign Language

____Picture Book

____Written Message

____Gestures

____Other, please list

_____

_____

B. Does your child have any physical limitations or take medicine that may affect his/her ability to participate in certain activities?

_____

_____

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

WEEKDAY SCHEDULE
(Option 3 for Severe)

Student _____ Date _____

Completed by _____

Directions:
1. Fill in the activities your child participates in during the week
2. Prioritize the activities you would like your child to learn to do or do with less assistance from family members.

Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

WEEKEND SCHEDULE

Student _____ Date _____

Completed by _____

Directions:
1. Fill in the activities your child participates in during the week
2. Prioritize the activities you would like your child to learn to do or do with less assistance from family members.

Examples of completed weekday and weekend schedules are attached. This information will be used by your child's teacher to plan instructional activities that will benefit your family as well as the student.

Time	Activity	Present level of performance/ assistance necessary	Priority

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Two

Time	Activity	Present level of performance/ assistance necessary	Priority

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1

INITIAL STUDENT INTERVIEW

DIRECTIONS: The student interview form is used initially to find out how much the student knows about work and what work, if any, the student has performed in the past. The interview format is used in subsequent years to determine the student's job-related interests as she/he learns more about work and has a chance to try different jobs. The information obtained from the student interview is used when developing the IEP goals and objectives. The completed form may need to be evaluated by a person familiar with the student to check for accuracy.

To be completed by student:

Name:_____ Date:_____

Address:_____ Age: _____
Street

_____ Soc.Sec.#:_____
City, State, Zip Code

Graduation Date:_____

****

Previous Work Experience

What jobs have you done:

At home _____

For neighbors _____

At school _____

****

Career Interests

What jobs would you like to do?

_____

_____

STEP MANUAL - JOB PREPARATION

Goal 1: Activity 1
Page Two

Are there any jobs you would <u>not</u> like to do?

_____

_____

****

<u>School Interests</u>

What would you like to learn in school?

_____

_____

****

Interviewed by:_____ Date:_____

Goal 1

LIVING SKILLS CHECKLIST
(for Mild to Moderate)

Student:_____ Date:_____

Completed by:_____

I = Independent	The student always successfully completes the activity/task using only natural cues and/or adaptations (no help is given).
F = Frequently	The student successfully completes the activity/task using only natural cues and/or adaptations more than half of the time.
O = Occasionally	The student successfully completes the activity/task using only natural cues and/or adaptations less than half of the time.
N = Never	The student never completes the activity/task without requiring help.
N/A	The student has never performed the skill/task.

PERSONAL HYGIENE/GROOMING	I	F	O	N	N/A
1. Washes hands					
2. Washes hair					
3. Washes body					
4. Uses deodorant					
5. Combs/brushes hair					
6. Brushes teeth					
7. Shaves using razor (electric or straight edge)					
8. Cleans/clips fingernails and toenails					
9. (Female) Handles feminine hygiene					
10. Uses kleenex/handkerchief					
11. Wears clean clothes					
12. Wears clothes that fit and are in good repair					
13. Wears clothes that are appropriate for the weather					

HOUSEKEEPING	I	F	O	N	N/A
1. Sweeps floor					
2. Wet mops floor					
3. Cleans bathroom					
4. Washes dishes:					
a. Uses sink					
b. Uses dishwasher					
5. Dries dishes					
6. Stores dishes/pans/utensils in proper place					

Goal 1
Page Two

HOUSEKEEPING - continued	I	F	O	N	N/A
7. Cleans counter/table					
8. Disposes of garbage in garbage disposal or container					
9. Cleans/picks up bedroom					
10. Vacuums carpet					
11. Cleans living room					
12. Other					

LAUNDRY/CLOTHING CARE	I	F	O	N	N/A
1. Sorts clothes (light/white, dark/colored)					
2. Uses regular washer					
3. Uses regular dryer					
4. Folds/hangs clothes					
5. Mends clothes (buttons, hems, seams)					
6. Irons clothes					
7. Other					

MEAL PREPARATION/COOKING	I	F	O	N	N/A
1. Prepares breakfast					
2. Prepares lunch					
3. Prepares dinner					
4. Prepares snacks					
5. Uses kitchen appliances and utensils					
6. Stores and disposes of food properly after meals					
7. Cleans up after cooking					
8. Measures liquid and dry foods					
9. Observes kitchen safety					
10. Prepares shopping list					
11. Stores food after shopping					
12. Other					

PERSONAL BUSINESS MANAGEMENT	I	F	O	N	N/A
1. Sets and uses alarm clock					
2. Uses post office					
3. Uses banks					
4. Budgets money					
5. Makes appointments					

PERSONAL BUSINESS MANAGEMENT - continued	I	F	O	N	N/A
6. Uses a calendar					
7. Communicates full name: verbally, using I.D., and/or written					
8. Communicates address, phone number: verbally, using I.D., and/or written					
9. Fills out miscellaneous forms					
10. Uses media for current events, sports/weather, entertainment information, etc.					
11. Judges travel time requirements					
12. Other					

PERSONAL/SOCIAL SKILLS	I	F	O	N	N/A
1. Carries identification (I.D.)					
2. Communicates basic needs: verbally, nonverbally					
3. Uses please, thank you, etc.					
4. Initiates interactions with peers, family members, etc.					
5. Converses with peers, visitors, family members					
6. Refrains from talking to strangers unless necessary					
7. Uses telephone					
8. Answers door in acceptable manner					
9. Practices acceptable manners in/at:					
a. restaurant					
b. theater/spectator event					
c. party/dance					
d. church					
e. doctor					
10. Practices acceptable manners as a:					
a. customer					
b. guest					
c. host					
11. Demonstrates trustworthiness:					
a. conduct can be trusted in unsupervised situations					
b. tells the truth					
c. takes responsibility for personal actions and decisions					
d. asks permission to use other's possessions/things					
12. Accepts/adjusts to situations that are contrary to own will or desire					
13. Accepts/adjusts to novel situations: visitors, schedule change					
14. Uses acceptable table manners					

PERSONAL/SOCIAL SKILLS - continued	I	F	O	N	N/A
15. Engages in a passive activity: stereo, movie, etc. List preferences:					
16. Engages in solitary games List preferences:					
17. Engages in games with others List preferences:					
18. Engages in hobby/craft activity List preferences:					
19. Plays sports List preferences:					
20. Engages in regular exercise routine					
21. Writes letters to friends					
22. Engages in active socializations with friends, family, groups, parties, members of opposite sex, social clubs, etc.					

MOBILITY	I	F	O	N	N/A
1. Crosses streets using traffic lights and pedestrian crossings					
2. Walks to selected locations					
3. Rides bicycle					
4. Identifies/reads street signs					
5. Identifies/reads house numbers					
6. Identifies appropriate procedure to follow if lost					

Goal 1
Page Five

HEALTH/SAFETY	I	F	O	N	N/A
1. Treats simple health problems such as cuts/scrapes, slivers, upset stomach, colds					
2. Contacts another for health problems more difficult to handle:					
3. Takes medication					
4. Refills prescription					
5. Reports/handles seizures					
6. Uses telephone to call in sick					
7. Uses telephone to make appointments					
8. Recognizes importance of not combining alcohol and medication					
10. Follows fire drill instructions					
11. Follows other disaster instructions					

COMMUNITY	I	F	O	N	N/A
1. Makes purchases in:					
a. Grocery stores					
b. Department stores/malls					
c. Convenience stores (Circle K, etc.)					
2. Shops for personal items					
3. Purchases meals in restaurants					
4. Uses recreational facilities (bowling lanes, YMCA, parks, etc.)					

CHORES/SUMMER JOBS	I	F	O	N	N/A
1. Performs the following household chores:					
Inside					
a. Vacuums					
b. Dusts					
c. Makes bed					
d. Cleans kitchen					
e. Cleans bathroom					
f. Cares for pets					
g. Other _____					

CHORES/SUMMER JOBS - continued	I	F	O	N	N/A
Outside					
a. Washes car					
b. Sweeps walk					
c. Shovels snow					
d. Mows lawn					
e. Pulls weeds					
f. Rakes leaves					
g. Other					
2. Other work:					
a. Paper route					
b. Work for neighbors					
c. Other					

STEP MANUAL - JOB PREPARATION

Goal 1

LIVING SKILLS CHECKLIST
for Severe

Student:_____ Date:_____

Completed by:_____

Please check the skills that your child performs independently or with assistance and describe the type of assistance needed.

PERSONAL HYGIENE/GROOMING	I	W/Assistance (Describe)
1. Washes hands		
2. Washes hair		
3. Washes body		
4. Uses deodorant		
5. Combs/brushes hair		
6. Brushes teeth		
7. Shaves using razor (electric or straight edge)		
8. Cleans/clips fingernails and toenails		
9. (Female) Handles feminine hygiene		
10. Uses Kleenex/handkerchief		
11. Wears clean clothes		
12. Wears clothes that fit and are in good repair		
13. Wears clothes that are appropriate for the weather		

LAUNDRY/CLOTHING CARE	I	W/Assistance (Describe)
1. Sorts clothes (light/white, dark/colored)		
2. Uses regular washer		
3. Uses regular dryer		
4. Folds/hangs clothes		
5. Mends clothes (buttons, hems, seams)		
6. Irons clothes		
7. Other		

STEP MANUAL - JOB PREPARATION

Goal 1
Page Two

HOUSEKEEPING	I	W/Assistance (Describe)
1. Sweeps floor		
2. Wet mops floor		
3. Cleans bathroom		
4. Washes dishes:		
a. Uses sink		
b. Uses dishwasher		
5. Dries dishes		
6. Stores dishes/pans/utensils in proper place		
7. Cleans counter/table		
8. Disposes of garbage in garbage disposal or container		
9. Cleans/picks up bedroom		
10. Vacuums carpet		
11. Cleans living room		
12. Other _____		

MEAL PREPARATION/COOKING	I	W/Assistance (Describe)
1. Prepares breakfast		
2. Prepares lunch		
3. Prepares dinner		
4. Prepares snack		
5. Uses kitchen appliances and utensils		
6. Stores and disoposes of food properly after meals		
7. Cleans up after cooking		
8. Measures liquid and dry food		
9. Observes kitchen safety		
10. Prepares shopping list		
11. Stores food after shopping		
12. Other _____		

TIME	I	W/Assistance (Describe)
1. Distinguishes units of time:		
a. day/night		
b. morning/evening/afternoon		
2. Distinguishes a.m./p.m.		
3. Distinguishes workdays/non-workdays		
4. Tells time by hour and 1/4 hour		
5. Sets and uses alarm clock		
6. Other _____		

STEP MANUAL - JOB PREPARATION

Goal 1
Page Three

PERSONAL/SOCIAL SKILLS	I	W/Assistance (Describe)
1. Carries identification (I.D.)		
2. Responds when spoken to		
3. Uses communication system if nonverbal		
4. Communicates basic needs: verbally, nonverbally		
5. Communicates full name: verbally, using I.D., written		
6. Communicates address, phone number: verbally, using I.D., written		
7. Communicates school or place of work: verbally, using I.D., written		
8. Expresses anger in acceptable manner		
9. Expresses fear in acceptable manner		
10. Expresses affection in acceptable manner at home, school and in the community		
11. Expresses dislike in acceptable manner		
12. Apologizes		
13. Initiates interactions with others		
14. Converses with family members and visitors		
15. Practices acceptable manners in/at:		
a. restaurant		
b. theater/spectator event		
c. party/dance		
d. church		
e. doctor		
f. dentist		
16. Accepts/adjusts to situations that are contrary to own will or desire		
17. Accepts/adjusts to change		
18. Accepts/adjusts to novel situations: visitors, schedule change		
19. Uses acceptable table manners		
20. Engages in a passive activity: stereo, movie, etc. List preferences: _____		
21. Engages in solitary games List preferences: _____		
22. Engages in games with others List preferences: _____		
23. Engages in hobby/craft activity List preferences: _____		

STEP MANUAL - JOB PREPARATION

Goal 1
Page Four

MOBILITY	I	W/Assistance (Describe)
1. Crosses streets safely using traffic lights and pedestrian crossings		
2. Knows way to selected locations		

COMMUNITY	I	W/Assistance (Describe)
1. Assists in making purchases at:		
a. Grocery stores		
b. Department stores/malls		
c. Convenience stores		
2. Uses recreational facilities (bowling lanes, YMCA, parks, etc.)		

CHORES	I	W/Assistance (Describe)
1. Helps with household chores List: _____		

IDAHO INDIVIDUAL TRANSITION PLAN
SUMMARY OF ANNUAL TRANSITION PLANNING AREAS

Student's Name _____ Date of Birth _____

School _____ Projected Date of Graduation or Program Completion _____

Facilitator _____

DIRECTIONS: Address all nine transition areas yearly, even though action may be taken only in specific areas.

Indicate with a checkmark: 1) the area(s) in which planning is occurring;
2) the area(s) that are IEP related

TRANSITION PLANNING AREAS	Year 1 Date _____ Age _____		Year 2 Date _____ Age _____		Year 3 Date _____ Age _____		Year 4 Date _____ Age _____		Year 5 Date _____ Age _____	
	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED	AREAS WITH ACTION TAKEN	IEP RELATED
1. Financial/ Income										
2. Voc Train/ Placement, Post Sec Ed										
3. Living Arrangements										
4. Personal Management										
5. Leisure/Rec										
6. Transpor- tation										
7. Medical Services										
8. Advocacy/ Legal Serv										
9. Personal/ Family Rel										
10. Other										

Short-Term Goal 3, Obj. 1, Act. 1; Obj. 3, Act. 2; Obj. 4, Act. 1

SAMPLE INDIVIDUALIZED EDUCATIONAL PLAN

STUDENT NAME:_____ Conference Date_____

Case Manager_____ Date for Review/Revision_____

PRESENT LEVELS OF PERFORMANCE

Academic:

Reading_____ Math_____

Speech/Language_____

Motor_____

Social_____

Vocational_____

Self-Help_____

SERVICES TO BE PROVIDED FOR CURRENT YEAR

TYPE	INITIATION DATE	NO. WEEKS

EXTENT OF PARTICIPATION IN REGULAR EDUCATION:_____

TYPE OF PHYSICAL EDUCATION PROGRAM:_____

SAMPLE INDIVIDUALIZED EDUCATIONAL PLAN- PAGE 3

SIGNATURES OF IEP COMMITTEE PARTICIPANTS (Need: Local district administration representative, IEP implementor, child where appropriate, others at school's or parents' discretion):

Name	Position	Name	Position

PARENTS RIGHTS AND RESPONSIBILITIES

My rights and responsibilities have been explained to me in my native language (which is English and in a manner which I fully understand.

I have access to all current assessment information and have had all tests fully explained to me.

I have had an opportunity to participate in the development of this individualized education program.

I fully understand all programs and services listed above and give my permission for my child/ward to participate in these programs/ services.

I have been informed that my child has been considered for extended school year. I understand the procedures and documentation for determining eligibility for extended school year.

I have been informed that the instructional goals and objectives listed on this form are initial objectives and that the person(s) responsible for implementing the objectives will revise and/or add objectives in keeping with the student's progress toward the stated goals. At this time I will receive written notice as to change in programs.

I fully understand all programs and services listed on this IEP and:

| | | DO give my permission for my child/ward to participate in these programs/services.

| | | DO NOT give my permission or my child/ward to participate in these programs/services.

Parent/Guardian/Student Signature _____ Date _____

SAMPLE INDIVIDUALIZED EDUCATIONAL PLAN-PAGE 2

Student's Name: _____ Instructional Area: _____

Implementer's Name: _____ Goal statement: _____

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Objective	Condition	Criteria	Special Media & Materials	Evaluation Schedule	Date Objective Mastered

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APPENDIX FOR GOAL 2

STEP MANUAL - JOB PREPARATION

Goals 2: Activity 6
2B: Activity 3

(Name of School)
TRAINING AGREEMENT COVER SHEET
(Teacher, Employer and Parent Copy)

Student Meghan _____ Age 20

S.S.N. 526-43-6874 Home Telephone 882-4243

School Moscow High School Telephone 882-7176

Employer/Training Sponsor Riverside's Floor Covering

Address Moscow, Idaho Telephone 883-2170

Work Exploration Supervisor Kathy Ward; Betsy Norman

****

Beginning Date 1-20-86

Ending Date 7-3-86

Work Hours 8:00 to 12:00 (M) T (W) Th (F)

On the following holidays/vacations, the student:

____ will work

__X__ will not work - all federal holidays, spring break (3-6-3/13),

(list all holiday, vacation and other dates when school will not be in session in this space)

STEP MANUAL - JOB PREPARATION

Goals 2: Activity 6
2B: Activity 3

Directions: This form should be reviewed with the students before obtaining their signature. The signed form can then be placed in each student's vocational notebook.

STUDENT TRAINING AGREEMENT
(Student Copy)

Training Site Riverside's Floor Covering

Work Hours 8:00 to 12:00 (M) T (W) Th (F)

On the following holidays/vacations, the student:

____ will work X will not work - all federal holidays, spring break (3/6-3/1

(list all holiday, vacation and other dates when school will not be in session in this space)

The Student Agrees To:

1. Be on time.
2. Call employer and teacher if sick. (Explain procedure)
3. Show that you like your job. (Explain and roleplay)
4. Come to work clean and dressed neatly.
5. Work quickly.
6. Check your work.
7. Be honest.
8. Follow the rules. These rules are:
   (list and explain rules)

REMEMBER! You may be hired if:
a. You come to work regularly and on time.
b. Your appearance is neat and clean.
c. You show you like your job.

REMEMBER! You may be fired at any time if:
a. Your work is not satisfactory.
b. You are dishonest.
c. Your work habits are poor.

The above form has been explained to me and I understand and agree to follow these rules.

Meghan Malaye — Student — 1-28-86 — Date

Kathy Ward — Work-Experience Coordinator — 1-28-86 — Date

STEP MANUAL - JOB PREPARATION

Goals 2: Activity 6
2B: Activity 3

(Name of School)
TRAINING AGREEMENT COVER SHEET
(Teacher, Employer and Parent Copy)

Student _____ Age _____

S.S.N. _____ Home Telephone _____

School _____ Telephone _____

Employer/Training Sponsor _____

Address _____ Telephone _____

Work Exploration Supervisor _____

****

Beginning Date _____

Ending Date _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work

_____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

STEP MANUAL - JOB PREPARATION

Goals 2: Activity 6
2B: Activity 3
Page Two

(Name of School)
TRAINING AGREEMENT

The Employer/Training Sponsor Agrees To:

1. Develop a training plan with the work-experience coordinator;
2. Work with the coordinator to ensure the best possible training;
3. Help to evaluate the student's performance;
4. Provide time for consultation with the coordinator to discuss the student's progress;
5. Consult with the work-experience coordinator if dismissal is anticipated; conferences should be held to avoid dismissal.

The Student Agrees To:

1. Be regular in attendance on the job;
2. Inform the employer and the coordinator in the event of illness or absence;
3. Perform work responsibilities in an efficient and willing manner;
4. Demonstrate appropriate dress and grooming habits and act in an appropriate manner;
5. Conform to the rules and regulations of the work site;
6. Be subject to discharge at any time because of poor work habits or dishonesty.

The Parent/Guardian Agrees To:

1. Share responsibility for school and job attendance, including calling the employer in case of illness or absence;
2. Encourage the student to succeed in school work and work experience.

STEP MANUAL - JOB PREPARATION

Goals 2: Activity 6
2B: Activity 3
Page Three

The Work-Exploration Coordinator Agrees To:

1. Develop a training plan with the employer;
2. Provide necessary related classroom instruction;
3. Supervise and provide training needed by the student on a regular basis as agreed upon with the employer;
4. Evaluate the student's performance on a regular basis with input from the employer;
5. Inform parents and student of progress made at the work site.

The coordinator and/or employer reserve the right to withdraw the student from the work station under the following conditions:

a. The student is no longer enrolled in school;
b. The student's attendance or performance is unsatisfactory;
c. The policies or rules of the employer are abused by the student;
d. The student decides to terminate the training;
e. The activities no longer need to be performed at the site;
f. The student is performing the job at a competitive rate.

Student	Date
Parent/Guardian	Date
Employer	Date
Work-Experience Coordinator	Date

STEP MANUAL - JOB PREPARATION

Goals 2: Activity 6
2B: Activity 3

Directions: This form should be reviewed with the students before obtaining their signature. The signed form can then be placed in each student's vocational notebook.

STUDENT TRAINING AGREEMENT
(Student Copy)

Training Site _____

Work Hours _____ to _____ M T W Th F

On the following holidays/vacations, the student:

_____ will work _____ will not work

(list all holiday, vacation and other dates when school will not be in session in this space)

The Student Agrees To:

1. Be on time.
2. Call employer and teacher if sick. (Explain procedure)
3. Show that you like your job. (Explain and roleplay)
4. Come to work clean and dressed neatly.
5. Work quickly.
6. Check your work.
7. Be honest.
8. Follow the rules. These rules are:
   (list and explain rules)

REMEMBER! You may be hired if:
- a. You come to work regularly and on time.
- b. Your appearance is neat and clean.
- c. You show you like your job.

REMEMBER! You may be fired at any time if:
- a. Your work is not satisfactory.
- b. You are dishonest.
- c. Your work habits are poor.

The above form has been explained to me and I understand and agree to follow these rules.

_____ _____
Student Date

_____ _____
Work-Experience Coordinator Date

APPENDIX FOR GOAL 3

STUDENT Meghan

DOMAIN Vocational

ENVIRONMENT Riverside Floor Covering

ACTIVITY INVENTORY Cleaning Tables	STUDENT INVENTORY + - ?	DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
1. Locate dust rag in backroom.	+		
2. Locate counter top polish under front counter.	G	Meghan wanted to use the endust to clean the tables.	Teacher will explain and show the different uses for each polish and which one to use in a given situation
3. Take all articles off of front counter.	VC	Did not take all articles off of table.	Explain the importance of taking all articles off the front counter.
4. Spray polish on front counter top.	+		
5. Wait for polish to settle in before wiping off table.	VC	Meghan did not wait for polish to settle in.	Teacher will show Meghan the difference between waiting and not waiting to wipe off the table.
6. Wipe off table.	+		
7. Check for spots not wiped up.	G	Had to show Meghan to look carefully for spots that didn't get wiped up.	Teacher will verbally ask if there are any more spots to be wiped up.
8. Wipe up spots.	+		
9. Put articles back on table.	+		
10. Go to book table.	+		
11. Take all articles off of table.	+		
12. Spray polish on book table.	+		
13. Wait for polish to settle in before wiping off table.	VC	Had to remind Meghan to wait before wiping.	
14. Wipe off table.	+		

STUDENT_____ DOMAIN_____

ENVIRONMENT_____

ACTIVITY INVENTORY	STUDENT INVENTORY + - ?	STUDENT INVENTORY DISCREPANCY	INSTRUCTIONAL HYPOTHESIS
15. Check for spots not wiped up.	G		
16. Wipe up spots.	+		
17. Put articles back on table.	+		
18. Go to table by front desk.	VC	Meghan thought she was supposed to do just two tables.	Will talk to Meghan about which tables must be cleaned every Monday.
19. Take all articles off of table.	+		
20. Spray polish on table.	+		
21. Wait for polish to settle in.	+		
22. Wipe off table.	+		
23. Check for spots not wiped up.	G		
24. Wipe spots.	+		
25. Put articles back on table.	+		
26. Put rag and polish away.	+		

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STEP MANUAL - JOB PREPARATION

Goal 3: Activitiy 4

JOB PREPARATION

TRAINING

Name: Meghan
Address: 213 S. Johnson
Phone: 882-4243
Age: 20

Work Site: Riversides's Floor Covering
Address: Moscow, Idaho
Supervisor: Clyde Morrison

Staff Trainer: Kathy Ward
Work Phone: 855-6150
Home Phone: 883-3063

****

GOAL 1: Meghan will experience her selected job within a community-based setting.

OBJECTIVE 1: Given the appropriate amount of time, Meghan will arrive to work by 8:00 a.m. independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to use the job task checklist.

OBJECTIVE 2: Given the job task checklist Meghan will obtain necessary materials, complete the sweeping of vinyl floors task and mark the task completed on her check off list independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to obtain necessary materials, sweep the floors and mark off task completed on job task checklist.

STEP MANUAL - JOB PREPARATION

Goal 3: Activity 4
Page two

TRAINING

OJECTIVE 4: Given the job task checklist Meghan will obtain necessary materials, complete the sweeping of vinyl floors task and mark the task completed on her check off list independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to obtain the necessary materials, dust the furniture and mark off task completed on job task checklist.

OBJECTIVE 5: Given the job task checklist Meghan will complete the rug samples task and mark the task completed on her check off list independently with 100% accuracy for four consecutive days.

METHOD: Trainer will model how to straighten sample rugs, and mark off task completed on job task checklist.

COMPLETION DATE: 5-14-86

PERSON RESPONSIBLE: Kathy Ward

GOAL 2: Meghan will maintain successful competitive employment upon completion of work adjustment.

OBJECTIVE 1: Given Janitorial training at Riverside's Floor Covering for a 40 day work period Meghan will maintain employment as a Janitorial person.

STUDENT_____ ENVIRONMENT_____ Goal 3

ACTIVITY_____ SUBENVIRONMENT_____

DATE ASSESSED_____

NONHANDICAPPED PERSON INVENTORY	+ - ?	DISCREPANCY ANALYSIS	ADAPTATION HYPOTHESIS

APPENDIX FOR GOAL 5

NAME: Meghan

TOTAL TASK SHEET

Activity: Cleaning Tables (Monday)

STEP MANUAL: JOB PREPARATION
Goal 5: Activity 1

DATE:

1/20	1/27	2/3	2/10														

CODE:

I = Independent
Inv = Indirect verbal cue
G = Gesture
VC = Verbal Cue
PC - Pictorial Cue
D = Demonstration
PP = Physical prompt
FA = Full Assist
Ø = No opportunity to perform
In = Initiated

OR

\+ Performed Independently
\- Need Assistance

STEP:																		
1. Locate dust rag in backroom	I	I	I	I														
2. Locate counter top polish under front counter	G	I	I	I														
3. Take all articles off of front counter	VC	VC	I	I														
4. Spray polish on front counter top	I	I	I	I														
5. Wait for polish to settle	VC	I	I	I														
6. Wipe off table	I	I	I	I														
7. Check for spots not wiped	G	G	VC	I														
8. Wipe up spots	I	I	I	I														
9. Put articles back on table	I	I	I	I														
10. Go to book table	I	I	I	I														
11. Take all articles off table	I	I	I	I														
12. Spray polish	I	I	I	I														
13. Wait for polish to settle	VC	I	I	I														
14. Wipe off table	I	I	I	I														
15. Check for spots not wiped	G	VC	I	I														
16. Wipe up spots	I	I	I	I														
17. Put articles back on table	I	I	I	I														
18. Go to table by window	I	I	I	I														

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CRITERIA FOR CHANGE:

86

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NAME

TOTAL TASK SHEET

Activity

STEP MANUAL: JOB PREPARATION
Goal 5: Activity 1
Page Two

DATE:

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

Ø = No opportunity to perform

In = Initiated

OR

\+ Performed Independently

\- Need Assistance

STEP:																			
19. Take all articles off of	I	I	I	I															
table	I	I	I	I															
20. Spray polish on table	I	I	I	I															
21. Wait for polish to settle	I	I	I	I															
22. Wipe off table	I	I	I	I															
23. Check for spots not wiped	I	I	I	I															
24. Wipe up spots	I	I	I	I															
25. Put articles back on table	I	I	I	I															
26. Put rag and polish away	I	I	I	I															

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CRITERIA FOR CHANGE:

NAME _____

TOTAL TASK SHEET

Activity _____

DATE:

CODE:

I = Independent

Inv = Indirect verbal cue

G = Gesture

VC = Verbal Cue

PC - Pictorial Cue

D = Demonstration

PP = Physical prompt

FA = Full Assist

O = No opportunity to perform

In = Initiated

OR

Performed Independently

Need Assistance

STEP:

CRITERIA FOR CHANGE

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 2

STUDENT EVALUATION

Student's Name Meghan

Site Riverside's Floor Covering

	Ability Compared with Average Employee		
	Above average	Equal to	Below Average
Is reliable		✓	
Gets along with co-workers		✓	
Has acceptable behavior	✓		
Productivity			✓
Quality of work	✓		

Does student show potential for future employment? Yes.

Student's greatest strengths? Thorough in tasks, quite congenial and eager to please.

Problems student is encountering Remembering all of the furniture to dust, trouble organizing rug samples in regards to brand names - maybe difficulty reading?

Additional comments: We enjoy having Meghan work for us and are happy to help with the program in any way.

Clyde Morrison — 7-3-86

Supervisor — Date

Owner

Position

Moscow, Idaho — 883-2170

Address — Telephone Number

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 2

STUDENT EVALUATION

Student's Name _____

Site _____

	Ability Compared with Average Employee		
	Above average	Equal to	Below Average
Is reliable			
Gets along with co-workers			
Has acceptable behavior			
Productivity			
Quality of work			

Does student show potential for future employment? _____

_____

Student's greatest strengths? _____

_____

Problems student is encountering _____

_____

Additional comments: _____

_____

_____ _____

Supervisor Date

_____ ____

Position

_____ _____

Address Telephone Number

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 3

STUDENT'S SELF-EVALUATION FORM

Name Meghan Date 6-29-86

Training Site Riverside's Floor Covering

	Yes	Needs Work
Do You:		
1. Follow directions?	✓	
2. Get along with people at work?	✓	
3. Come to work every day?	✓	
4. Work hard?	✓	
5. Show an interest in the job?	✓	
6. Come to work on time?	✓	
7. Dress appropriately for work?	✓	
8. Look neat and clean?	✓	
9. Work quickly?		✓

I missed the following days of work (give reason): last Monday and Wednesday I was sick.

I feel good about these things concerning my work: My boss and getting stuff done.

I need to improve these things about my work: Working faster and remembering what furniture to dust.

Journal Entry: (See examples of journal questions on next page)

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 3

STUDENT'S SELF-EVALUATION FORM

Name _____ Date _____

Training Site _____

	Yes	Needs Work
Do You:		
1. Follow directions?		
2. Get along with people at work?		
3. Come to work every day?		
4. Work hard?		
5. Show an interest in the job?		
6. Come to work on time?		
7. Dress appropriately for work?		
8. Look neat and clean?		
9. Work quickly?		

I missed the following days of work (give reason):_____

_____

I feel good about these things concerning my work:_____

_____

I need to improve these things about my work:_____

_____

Journal Entry: (See examples of journal questions on next page)

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 3
Page Two

VOCATIONAL JOURNAL QUESTIONS

This semester you'll be keeping a journal in which you write about your job and how you feel about it. These are some questions you can think about to help you get started writing. Pick one to write about, or think of something important that happened to you on the job that you'd really like to write about.

1. Describe a task that you can do really well at work. What did you have to do to learn it? How do you feel about being able to do it?

2. Was there a job you did this week which you think you can do better? What happened? What are some things you could do to help you do the job better next time?

3. Write about someone you work with. What are some things the person does that make you like working with her or him?

4. Write about a mistake you made on the job. What happened? How did you feel about it? What did you do to correct the mistake?

5. What happened at work this week that made you feel really good? Why?

6. What are some of the ways your supervisor lets you know how you're doing on the job?

7. Write about a problem you're having getting along with someone at work. How did the problem start? What would you like to happen? What does the other person want? What do you think might solve the problem?

8. Is the job what you expected? What things are you doing that surprise you? Do you think you would like to do this kind of work after you graduate? Why?

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 4

WORK EXPLORATION COORDINATOR'S
EVALUATION FORM

Student's Name Meghan Date _____

Training Site Riverside's Floor Covering Supervisor Clyde Morrison

1. List tasks the student is working on presently; describe performance on current tasks.

Meghan is currently working on getting to work on time, using a checklist and sweeping vinyl floors. She is meeting criteria on these tasks and has an excellent attitude. Other tasks to be worked on include dusting furniture and arranging rug samples.

2. List areas where the student needs help with training, describe instructional ideas.

① Dusting furniture. Providing a checklist of each item to be dusted.
② Arranging rug samples. Gathering all samples together, sort by brand name and arrange in numerical sequence with samples of the same brand.

3. List academic skills identified at the training site that the student can work on in class.

1. Following instructions
2. Reading lists and carpet labels
3. Math skills: counting and number sequence.

4. Social skills:

a. Comment on student's strengths observed during the week.

Meghan is cheerful and initiates conversations with both co-workers and customers. She has a positive attitude and is enthusiastic about her work.

b. List areas in which student needs to improve.

Learning appropriate times to converse during work.

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 4

WORK EXPLORATION COORDINATOR'S
EVALUATION FORM

Student's Name _____ Date _____

Training Site _____ Supervisor _____

1. List tasks the student is working on presently; describe performance on current tasks.

2. List areas where the student needs help with training, describe instructional ideas.

3. List academic skills identified at the training site that the student can work on in class.

4. Social skills:
   a. Comment on student's strengths observed during the week.

   b. List areas in which student needs to improve.

STEP MANUAL - JOB PREPARATION

Goal 5: Activity 6

PROGRESS REPORT

Participant: Meghan
Staff Trainer: Betsy Norman and Kathy Schenck

****

Date: February 28, 1986

Meghan is employed by Riverside's Floor Covering where she does janitorial work. She works Monday, Wednesday, and Friday from 8:00 a.m. until 12:00 p.m.

Meghan reached independence on three out of five objectives in the following work tasks: objectives 1, coming to work on time; objective 2, using a checklist; and objective 3, sweeping vinyl floors. Data on these work tasks will now be taken on Wednesdays. (See attached graphs)

Meghan needs further training in the areas of objective 4, dusting furniture, and objective 5, arranging rug samples. Meghan finds it difficult to remember all the furniture that needs to be dusted and also needs to improve arranging rug samples according to brand names and texture. On Wednesdays the trainer will work with Meghan on these two tasks, until she can perform them independently.

Meghan's work is thoroughly done and her attitude towards work is excellent. Meghan will continue to participate in career focus sessions. These sessions will address job reponsibility, job applications and interviews.

APPENDIX FOR GOAL 6

STEP MANUAL - JOB PREPARATION

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station:

Supervisor:

Date of Evaluation:

We are always looking for ways to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate?
   yes
2. Did the work exploration program interfere with the operation of business and/or the employees in any way? Other than taking some time to explain the operation and ensure that the trainer knew the task well enough to teach it, there was no interference. I appreciated the thoroughness of the program and the regular progress checks.
3. Were you given a realistic idea of what to expect from this program?
   yes - I especially appreciated your honesty about the student's limitations and abilities.
4. Knowing what is involved, would you be willing to accept students for this program again?
   yes.
5. If asked, would you talk with other employers who have questions about becoming a work station site? I would be happy to.
6. Do you have suggestions for improving the Job Preparation program?
   Not off-hand.

THANK YOU FOR YOUR COOPERATION!

STEP MANUAL - JOB PREPARATION

Goal 6: Activity 1

PROGRAM EVALUATION

Work Station:

Supervisor:

Date of Evaluation:

We are always looking for ways to improve our program and our effectiveness as work experience supervisors. In order to do this, we would appreciate your comments on the following questions and any additional suggestions.

1. Was supervision of the student adequate?

2. Did the work exploration program interfere with the operation of business and/or the employees in any way?

3. Were you given a realistic idea of what to expect from this program?

4. Knowing what is involved, would you be willing to accept students for this program again?

5. If asked, would you talk with other employers who have questions about becoming a work station site?

6. Do you have suggestions for improving the Job Preparation program?

THANK YOU FOR YOUR COOPERATION!

STEP MANUAL - JOB PREPARATION

Goal 6: Activity 2

Name Meghan Age 20 Grad.Date _____

School Moscow High School Job Placement Site Riverside's Floor Covering

STUDENT EXIT INTERVIEW

1. Were you satisfied with your job placement this year? Yes Why? I learned to sweep floors and dust tables. I like Mr. Morrison and being in the store.

2. How has this placement changed your ideas about the job?
It's fun to work, but hard to do everything right and to get up in time everyday.

3. What skills did you learn from your Job Preparation placement this year?
To sweep floors, dust tables, read lists, put rugs in order and to get along with other people and to get up in time.

4. Will you continue on your current job after graduation? yes

If not, why not? _____

5. Do you feel you have the skills you need to succeed at your job? yes

If not, what skills do you need to learn?

Where can you learn them?

6. What did you find most helpful about the Job Preparation program?
getting a job.

7. What vocational classes at school did you find most helpful in preparing for your career?
Home Economics

STEP MANUAL - JOB PREPARATION

Goal 6: Activity 2
Page Two

STUDENT EXIT INTERVIEW (cont'd)

8. Are there vocational classes which were available to you that you did not take but which you feel you should have?_____
If so, please explain. Typing. It wood be good to know for many jobs.

9. Are there vocational classes which were not available to you which you feel would have been helpful? no If so, what were they?

10. What suggestions do you have for improving the Job Preparation program?
More money.

11. Where do you plan to live after graduation? In my apartment
What kind of living arrangements have you made?

12. Do you expect to support yourself? yes How?
with my job.

If not, what resources do you expect to be avilable to you?

Interviewer: Lori D. Davis

STEP MANUAL - JOB PREPARATION

Goal 6: Activity 2

Name_____Age_____Grad.Date_____

School_____Job Placement Site_____

STUDENT EXIT INTERVIEW

1. Were you satisfied with your job placement this year?_____Why?

2. How has this placement changed your ideas about the job?

3. What skills did you learn from your Job Preparation placement this year?

4. Will you continue on your current job after graduation? _____

   If not, why not?_____

5. Do you feel you have the skills you need to succeed at your job?_____

   If not, what skills do you need to learn?

   Where can you learn them?

6. What did you find most helpful about the Job Preparation program?

7. What vocational classes at school did you find most helpful in preparing for your career?

STEP MANUAL - JOB PREPARATION

Goal 6: Activity 2
Page Two

STUDENT EXIT INTERVIEW (cont'd)

8. Are there vocational classes which were available to you that you did not take but which you feel you should have?_____
If so, please explain.

9. Are there vocational classes which were not available to you which you feel would have been helpful?_____If so, what were they?

10. What suggestions do you have for improving the Job Preparation program?

11. Where do you plan to live after graduation?_____
What kind of living arrangements have you made?

12. Do you expect to support yourself?_____How?

If not, what resources do you expect to be avilable to you?

Interviewer:_____

STEP MANUAL - JOB PREPARATION

Goal 6: Activity 3

Kathy Ward
Moscow High School
102 E. 2nd Street
Moscow, Idaho 83843

July 6, 1986

Dear Mr. Morrison,

I would like to express my appreciation for your time and support in working with Meghan. The variety of tasks she is doing at Riverside's Floor Covering help her to use several skills and to feel an active part of the workforce in this community. I feel that Meghan will continue to be a beneficial addition to your business.

It has been a pleasure working with you. Thank you again for your participation and willingness to hire Meghan. If you have any questions in the future, please feel free to contact me or Tom Polk of Adult Child Development Center.

Sincerely Yours,

Kathy Ward

Kathy Ward

12 Idahonian/Daily News
Wednesday, July 29, 1987

Mayor recognizes Montagu's

JOHN SMILEY

Montagu's cafe at 117 E. Third in Moscow and John Smiley are recipients of the quarterly award from the Mayor's Committee to Hire the Handicapped.

Montagu's, owned and operated by Daniel "Corkey" and Anne Kannegaard, employs Smiley as the "pearl diver," more mundanely known as a dishwasher. Smiley also helps with clean-up as needed, said Anne Kannegaard.

Smiley has worked at Montagu's since April 14, 1986. He also is self-employed as a carrier for this newspaper.

The Kannegaards, Smiley, and Mayor Gary Scott were honored by the committee Thursday at City Hall. The Kannegaards received a framed certificate to display in their cafe. A wood-framed picture of Smiley, bordered by the medals he won in the Special Olympics, will hang in Scott's office.

Representing the committee were Kathy Schenck, chairwoman; Gordon Braun, Gerard Connelly, and Lori Shaw. Joe Baugh, the other member, was unable to attend.

"What is most important, they (the Kannegaards) did it all on their own. No one asked them to hire John," said Schenck.

"Things are happening in Moscow," said Scott. "Dramatic changes are being made. I'm proud of this community."

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